



**METHODS OF ADMINISTRATION (MOA)
Access to Career and Technical Education Programs**

**Indicator Reference Guide
2016-2017**

**Texas Education Agency
Division of Program Monitoring and Interventions
1701 North Congress Avenue
Austin, Texas 78701-1494
(512) 463-5226**

1. Administrative						
Equity Requirement/ Legal Cites	Indicators of Compliance	Possible Documentation	District Use			State Use Only (Comments/Actions)
A. Annual Public Notification	Select		Yes	No	N/A	
Prior to the beginning of each school year, subrecipient (district) must advise students, parents, employees and general public that all vocational (Career and Technical Education) opportunities will be offered regardless of race, color, national origin, sex or disability. Office for Civil Rights (OCR) Guidelines IV-0 28 Code of Federal Regulations (CFR) §35.106 34 CFR §100.6(d) 34 CFR §104.8 34 CFR §106.9	Evidence that the district issues annual public notice of nondiscrimination. Evidence that the public notice is issued prior to the beginning of school. The notice is also disseminated in any language other than English as needed.	Local Newspaper				
		Campus/District Newspapers				
		Other publications				
		Does notice have brief description of program offerings and admission criteria?				
		Do publications with notice reach students, parents, employees and applicants?				
		Web site				
<p>Sample:</p> <p>Each year, the xxx District/charter offers career and technical education programs at xxx High School. These programs are designed to develop more fully the academic and technical skills of secondary students who enroll in career and technical education (CTE) programs under the guidance of CTE teachers, faculty, administrators and counselors. The following is a list of programs offered:</p> <p>Education & Training Manufacturing Government & Public Administration Marketing</p> <p>All career and technical education programs follow the district's policies of nondiscrimination on the basis of race, color, religion, national origin, sex, age, disability or socioeconomic status in all programs, services, activities, and employment. In addition, arrangements can be made to ensure that the lack of English language proficiency is not a barrier to admission or participation.</p> <p>For general information about these programs, contact:</p> <p>xxx, Career and Technical Education Director address/phone number</p>						

1. Administrative						
Equity Requirement/ Legal Cites	Indicators of Compliance	Possible Documentation	District Use			State Use Only (Comments/Actions)
B. Continuous Nondiscrimination Statement	Select		Yes	No	N/A	
<p>A subrecipient (district) must take continuous steps to notify participants, beneficiaries, applicants, parents, employees (including persons with visual or auditory impairments), other interested parties, and unions or professional organizations holding collective bargaining or professional agreements with the district that it does not discriminate on the basis of race, color, national origin, sex, disability, or age. A statement of nondiscrimination shall be included on publications and other materials that are distributed to or accessible by students, parents, applicants, beneficiaries, employees, unions, or professional organizations holding collective bargaining or professional agreements with the district and other interested parties.</p> <p>Legal Authority: 28 CFR §35.106; 34 CFR §100.6(d), §104.8, §106.9, §110.25.</p>	<p>Evidence that the statement of nondiscrimination has required inclusions (race, color, national origin, sex, disability, and age).</p> <p>Evidence that if a district's service area contains a community of national-origin minority persons with limited English language skills, the nondiscrimination statement is in the national-origin community's own language.</p>	Student/parent publications				
		Applicant publications (statement includes age)				
		Employee publications (statement includes age)				
		District/Campus website				
		Electronic documents				
		Electronic recruiting materials				
		Newspaper				
		Newsletter				

1. Administrative						
Equity Requirement/ Legal Cites	Indicators of Compliance	Possible Documentation	District Use			State Use Only (Comments/Actions)
C. Designation of Coordinators	Select		Yes	No	NA	
<p>The subrecipient (district) shall designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Section 504, Title II, and Title IX. The district must notify students and employees of the name or title, office address, and contact information of the designated employee(s). This person(s) must be aware of his/her responsibilities and have the training necessary to perform the responsibilities.</p> <p>Legal Authority: 28 Code of Federal Regulations (CFR) §35.107(a); 34 CFR §104.7, §106.8, §110.25.</p>	<p>Evidence that the name or title, address, and contact information of the person(s) designated to coordinate Title IX and Section 504 compliance activities are included in the annual notice and other correspondence.</p> <p>Evidence that the designated coordinator is aware of his/her responsibilities and received the training necessary to perform the responsibilities.</p>	Annual public notification				
		District policy and procedures				
		Student/parent handbook, course catalogs				
		Employee handbook, recruitment materials, or applications for employment				
		Title IX and Section 504 Coordinator interview(s)				
		Annual communications with employees				
		Electronic communications				

1. Administrative						
Equity Requirement/ Legal Cites	Indicators of Compliance	Possible Documentation	District Use			State Use Only (Comments/Actions)
D. Grievance/Complaint Procedures	Select		Yes	No	NA	
<p>The subrecipient (district) has adopted and distributed grievance procedures to resolve alleged discrimination complaints as required under Title IX and Section 504. Grievance procedures are available to any individual or class of individuals who feel they have been discriminated against. Grievance procedures for employees and students include a nondiscrimination statement based on race, color, national origin, sex, disability, and age. Legal Authority: 28 CFR §35.107(b); 34 CFR §104.7, §106.8, §110.25.</p> <p>The subrecipient (district) has addressed formal complaints based on race, color, national origin, sex, disability, or age. Legal Authority: 34 CFR §100.7, §104.7, §106.8, §110.25(c).</p> <p>The subrecipient (district) has adopted grievance procedures that incorporate appropriate due process standards and that provide for the prompt and equitable resolution of complaints. Legal Authority: 34 CFR §104.7 (b)</p>	<p>Evidence that the district has published the board of trustees-adopted grievance procedures to ensure that all participants, students, beneficiaries, parents, and employees are informed about the grievance procedures for resolution of complaints and unlawful forms of discrimination based upon race, color, national origin, sex, disability, or age.</p> <p>Evidence that the district has on file the most recent board-approved policy regarding student and parent complaints/grievances (i.e., Texas Association of School Boards [TASB] policy FNG) and the most recent board-approved policy regarding employee complaint/grievances (i.e., TASB policy DGBA).</p> <p>Evidence that the district has addressed formal complaints based on race, color, national origin, sex, disability, or age providing due process for resolution in a prompt and equitable manner.</p>	Student handbook				
		Parent handbook				
		Employee handbook				
		Newspaper				
		Newsletters				
		Bulletins				
		Other publications				
		Memoranda				
		District websites				
		Local policy regarding student and parent complaints/grievances				
		Local policy regarding employee complaints/grievances				
		Electronic forms				
		Staff/administrator interview(s)				
		Review of any current grievance/complaint (2 years)				

2. Recruitment, Admissions, and Counseling						
Equity Requirement/ Legal Cites	Indicators of Compliance	Possible Documentation	District Use			State Use Only (Comments/Actions)
A. Recruitment and Counseling of Students	Select		Yes	No	NA	
<p>Subrecipient (districts) must ensure that their counseling materials and activities (including student program selection and career/employment selection), promotional, and recruitment efforts do not discriminate on the basis of race, color, national origin, sex, or disability.</p> <p>Legal Authority: OCR Guidelines V-A, V-C, and V-E; 34 CFR §104.37, §106.23.</p>	<p>Evidence that promotional and counseling activities and resources do not include materials that discriminate against or stereotype persons on the basis of race, language, color, national origin, sex, or disability.</p> <p>Evidence that the curricula and programs described in course catalogs and student materials, such as brochures, pamphlets, posters, or memoranda cover a range of occupational opportunities and are not limited on the basis of the race, language, color, national origin, sex, or disability of the potential student .</p> <p>Evidence that, to the extent possible, the district has conducted promotional activities that portray males or females, minorities, or persons with disabilities in programs and occupations in which these groups traditionally have not been represented.</p>	Electronic communication relating to CTE programs				
		Copies of promotional materials (i.e., brochures, pamphlets, posters, bulletin boards, memoranda) used for career days, parents' night, laboratory demonstrations, visitation by groups of prospective students, and other activities				
		Copies of promotional materials in the community's own language				
		Nondiscriminatory promotional materials that encourage student participation in CTE student organizations without regard to race, color, national origin, sex, or disability				

2. Recruitment, Admissions, and Counseling						
Equity Requirement/ Legal Cites	Indicators of Compliance	Possible Documentation	District Use			State Use Only (Comments/Actions)
B. Admission Practices	Select		Yes	No	NA	
<p>A subrecipient (district) may not discriminate in its admission practices against persons on the basis of limited English language skills.</p> <p>A district operating a secondary CTE program will identify applicants with limited English language skills and assess their ability to participate in CTE programs. Steps are taken to ensure that CTE programs are open to these students and that language support services are available (Reasonable Accommodation standard). Legal Authority: OCR Guidelines IV L; 34 CFR §100.3.</p> <p>Introductory, preliminary, or exploratory courses are not established as a prerequisite for admission to a CTE program unless the course has been and is available to all students without regard to race, color, national origin, sex, or disability, and there is evidence that prerequisite courses essential to participation are clearly identified. Legal Authority: OCR Guidelines IV-K.</p>	<p>Evidence that admissions procedure, policy, and/or practice for CTE program enrollment avoid criteria that disproportionately exclude persons of a particular race, color, national origin, sex, or disability.</p> <p>Evidence that an individual graduation plan has been developed for each student with limited English language skills. The plan includes a coherent sequence of CTE courses.</p> <p>Demographics of specific CTE programs are similar to demographics of entire CTE enrollment or district provides a legitimate nondiscriminatory rationale.</p> <p>The district has a list of all courses and their prerequisites that are available without regard to race, color, national origin, sex, or disability and are based upon specific criteria.</p> <p>Evidence that all prerequisite courses that are essential to participation in each program are identified.</p>	Admission policy for CTE programs along with description of admission process				
		Procedures and criteria for selection/admission to the CTE program or courses of study where there are more applicants than can be accommodated				
		Number of students by ethnicity, sex, limited English skills, and disability removed from CTE courses during the past three semesters				
		Analysis of campus lists of all ELL/student population currently enrolled in CTE by program. Data should indicate that there is not a concentration of ELL(s) or other student population(s) in CTE programs.				
		If there is a concentration of ELL in one or more programs, there is evidence that it is not a result of discriminatory practices.				
		Interviews				
		Policies				
		Procedures				
		Course catalogs				
		List of courses and their prerequisites				
		Teacher recommendation as a prerequisite for admission				
		Student handbook.				
		ELL student folder review				
		PGP(s) for ELL students				

2. Recruitment, Admissions, and Counseling						
Equity Requirement/ Legal Cites	Indicators of Compliance	Possible Documentation	District Use			State Use Only (Comments/Actions)
C. Counseling of Students	Select		Yes	No	NA	
<p>Subrecipients (districts) that operate CTE programs must ensure that counselors do not direct or urge any student to enroll in a particular career or program, or measure or predict a student's prospects of success in any career or program based on the student's race, color, national origin, sex, or disability. Districts may not counsel students with disabilities toward more restrictive career objectives than students who do not have disabilities with similar abilities and interests.</p> <p>Legal Authority: OCR Guidelines V-B.</p> <p>Recipients (districts) must ensure that counselors can effectively communicate with national-origin minority students with limited English language skills and with students who have auditory impairments. This requirement may be satisfied by having interpreters available. Legal Authority: OCR Guidelines V-D.</p> <p>The subrecipient (district) operating CTE programs ensures that students in protected groups do not drop out of CTE programs before completion due to unequal treatment or because of a lack of services to meet language- or disability-related needs. Legal Authority: 34 CFR §100.3, §100.4, §106.31.</p>	<p>Evidence that students with disabilities are not counseled toward more restrictive career objectives than students who do not have disabilities with similar abilities and interests.</p> <p>Evidence that the district has taken steps to ensure counselors and other employees can effectively communicate with students who have auditory impairments.</p> <p>Evidence that students in the protected classes are not withdrawn from CTE programs or CTE courses due to discriminatory practices.</p>	Guidance plan, policy, and procedures				
		Assessment plan with list of tests administered				
		Written procedures for evaluation and placement of students with disabilities				
		Written plan for provision of services for individuals with auditory, mobility, and visual impairments				
		Evidence that the counseling process includes career options that are not limiting				
		List of role models or any other resources used in career counseling				
		Counselor interviews				
		Teacher interviews				
		Special programs/staff interviews				

3. Accessibility

A. Accessibility Issues

Districts may not exclude students or community members with disabilities from enjoying the benefits of its program or service because its facilities are inaccessible to or unusable by persons with disabilities. Architectural barriers do not prevent students or otherwise qualified persons with disabilities to include parents and/or other community members with disabilities from having ACCESS to vocational, career or academic programs, courses, services or activities. A district may not restrict access for students with disabilities to schools, programs, services, and activities because of architectural barriers, equipment barriers, the need for related aids and services, or the need for auxiliary aids. Section 504 and ADA Title II are based upon the premise that students with disabilities will be integrated with their non-disabled peers as much as possible.

Equity Requirement/ Legal Cites		Indicators of Compliance by Standards										
A. Accessibility Issues		Select										
Facility Name	RA	YES	NO	ANSI	YES	NO	UFAS	YES	NO	ADAG	YES	NO
	Redesign of equipment			4.1 Grading			4.1 Minimum standards			4.1 Minimum requirements		
	Redesign of equipment			4.2 Walks			4.2 Space allowance and reach ranges			4.2 Space allowance and reach ranges		
	Reassignment of classes or other services to accessible buildings			4.3 Parking lots			4.3 Accessible route			4.3 Accessible route		
	assignment of aides to beneficiaries			5.1 Ramps and gradients			4.4 Protruding objects			4.4 Protruding objects		
	Alteration of existing facilities and construction of new facilities in conformance with the requirements for new construction			5.2 Entrances			4.5 Ground and floor surfaces			4.5 Ground and floor surfaces		
	Any other methods that result in making its program or activity accessible to persons with disabilities			5.3 Doors and doorways			4.6 Parking and passenger loading zones			4.6 Parking and passenger loading zones		
				5.4 Stairs			4.7 Curb ramps			4.7 Curb ramps		

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Equity Requirement/ Legal Cites	Indicators of Compliance by Standards											
A. Accessibility Issues	Select											
Facility Name	RA	YES	NO	ANSI	YES	NO	UFAS	YES	NO	ADAG	YES	NO
				5.5 Floors			4.8 Ramps			4.8 Ramps		
				5.6 Toilet rooms			4.9 Stairs			4.9 Stairs		
				5.7 Water fountains			4.10 Elevators			4.10 Elevators		
				5.8 Public phones			4.11 Platform lifts			4.11 Platform lifts (wheelchair lifts)		
				5.9 Elevators			4.12 Windows			4.12 Windows		
				5.10 Controls			4.13 Doors			4.13 Doors		
				5.11 Identification			4.14 Entrances			4.14 Entrances		
				5.12 Warning signals			4.15 Drinking fountains and water coolers			4.15 Drinking fountains and water coolers		
				5.13 Hazards			4.16 Water closets			4.16 Water closets		
							4.17 Toilet stalls			4.17 Toilet stalls		

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Equity Requirement/ Legal Cites		Indicators of Compliance by Standards										
A. Accessibility Issues		Select										
Facility Name	RA	YES	NO	ANSI	YES	NO	UFAS	YES	NO	ADAG	YES	NO
							4.18 Urinals			4.18 Urinals		
							4.19 Lavatories and mirrors			4.19 Lavatories and mirrors		
							4.20 Bathtubs			4.20 Bathtubs		
							4.21 Shower stalls			4.21 Shower stalls		
							4.22 Toilet rooms			4.22 Toilet rooms		
							4.23 Bathrooms , bathing facilities, and shower rooms			4.23 Bathrooms , bathing facilities, and shower rooms		
							4.24 Sinks			4.24 Sinks		
							4.25 Storage			4.25 Storage		
							4.26 Handrails, grab bars, tub and shower seats			4.26 Handrails, grab bars, tub and shower seats		

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Equity Requirement/ Legal Cites		Indicators of Compliance by Standards										
A. Accessibility Issues		Select										
Facility Name	RA	YES	NO	ANSI	YES	NO	UFAS	YES	NO	ADAG	YES	NO
							4.27 Controls and operating mechanis ms			4.27 Controls and operating mechanis ms		
							4.28 Alarms			4.28 Alarms		
							4.29 Tactile warnings			4.29 Detectable warnings		
							4.30 Signage			4.30 Signage		
										4.31 Phones		
										4.32 Fixed or built-in seating or tables		

3. Accessibility						
Equity Requirement/ Legal Cites	Indicators of Compliance	Possible Documentation	District Use			State Use Only (Comments/Actions)
B. Equal Accessibility for Minority and Nonminority Communities	Select		Yes	No	NA	
<p>All CTE facilities housing programs are located at sites that are readily accessible to both minority and nonminority communities, facilities or programs are not identified as intended for nonminority or minority persons, and equal access is provided without regard to race, color, national origin, sex or disability. Legal Authority: OCR Guidelines IV-B and N; 34 CFR §100.3(b)(3), §104.4(vii)(5).</p>	<p>Evidence that the location and/or identification of the facilities do not tend to identify the facilities or programs as intended for minority or nonminority students.</p> <p>Evidence of equal access to the site location(s) of classes that are apart from the primary campus.</p> <p>Evidence that students with disabilities have available an instructional day commensurate with that of students without disabilities.</p> <p>Evidence that appropriate transportation is provided for students with disabilities.</p>	Interview with CTE staff				
		Interview with Special Education administrator				
		Interview with Special Education staff				
		Student schedule/ ARD if required				
		Bus schedule for special education/CTE students				
		Observation of facility				
		Facility Map				

4. Comparable Facilities						
Equity Requirement/ Legal Cites	Indicators of Compliance	Possible Documentation	District Use			State Use Only (Comments/Actions)
A. Comparable Facilities	Select		Yes	No	NA	
<p>The subrecipient (district) provides changing rooms, showers, and other restroom facilities for CTE students of one sex that are comparable to those provided to students of the other gender. This may be accomplished by alternating the use of the same facilities or by providing separate, comparable facilities. Legal Authority: OCR Guidelines VI-D; 34 CFR §106.33.</p> <p>If separate programs or facilities exist for students with disabilities, they are comparable to those for students without disabilities. Legal Authority: Section 504: 34 CFR §104.34(c) Guidelines VI-A</p>	Evidence that comparable facilities are provided in CTE classes where students change clothes or use protective clothing	Observation of facilities				
		Interview with the CTE program administrator				
		Interview with the Special Education program administrator				
		Teacher interview				

5. Services for Students with Disabilities						
Equity Requirement/ Legal Cites	Indicators of Compliance	Possible Documentation	District Use			State Use Only (Comments/Actions)
A. Admission, Review, and Dismissal (ARD) Committee Membership	Select		Yes	No	NA	
When a student with a disability who qualifies for special education services is considered for placement in CTE courses , the ARD committee includes all required staff. Legal Authority: 34 CFR §104.4.	Evidence that the ARD committee discussed the option of CTE courses and career pathways. *ARD signature page *Discussion in ARD deliberations Evidence that transition services are discussed/developed for each student with a disability by transition coordinator for Special Education. (Including special education students in CTE and special education students not in CTE.)	Sampling of student ARD folders - not in CTE program				
		Sampling of student ARD folders - in CTE program				
		Student interviews / student surveys.				

5. Services for Students with Disabilities						
Equity Requirement/ Legal Cites	Indicators of Compliance	Possible Documentation	District Use			State Use Only (Comments/Actions)
B. Related Aids and Services	Select		Yes	No	NA	
<p>Access to CTE programs must be provided to persons with disabilities that need related aids or services in accordance with the students' individualized education programs (IEPs) and/or Section 504 accommodation plans.</p> <p>Legal Authority: OCR Guidelines IV-N; 28 CFR §35.130; 34 CFR §104.21, §104.22(b), §104.33.</p>	Evidence that the district provides appropriate aids and services for students with disabilities and does not have policies that limit participation of students with disabilities.	Policy for providing aids and services				
		Procedures governing use of guide dogs, tape recorders, and note takers				
		Student IEPs/504 accommodation plans				
	Evidence that CTE programs are accessible to persons with disabilities.	Interviews with students or staff				
		On-site observations				
	Evidence that the district has made provisions for the reassignment of classes or other services to accessible buildings.	Evidence of redesign of equipment				
		Evidence of assignment of aide to student(s)				
		Number of students with disabilities denied admission				
		Evidence of reassignment of classes or other services to accessible buildings				
		Proof of delivery of health, welfare, or other social services at alternative accessible sites				
		Sampling of student ARD folders - in CTE program				

5. Services for Students with Disabilities						
Equity Requirement/ Legal Cites	Indicators of Compliance	Possible Documentation	District Use			State Use Only (Comments/Actions)
C. Communication with Students with Visual, Auditory, and Speech Impairments	Select		Yes	No	NA	
<p>Students in a program who have visual, auditory, or speech impairments have the opportunity to receive and present communication in a manner that is appropriate and effective. In addition, the district ensures that counseling services are provided to such students.</p> <p>Legal Authority: OCR Guidelines V-A and D; 28 CFR §35.160.</p>	<p>Evidence that the district has provided the appropriate auxiliary aids and services, including interpreters/translators where necessary, to afford an individual with a disability an equal opportunity to participate in and benefit from counseling, educational services, programs, and/or activities offered by the school.</p>	Documentation of auxiliary aids and services provided by the district				
		Special education eligibility folders				
		Documentation of auxiliary aids or services provided by the district				
		List of equipment available for communication				
		List of qualified interpreters				
		Sampling of student ARD folders - in CTE program				

6. Financial Assistance						
Equity Requirement/ Legal Cites	Indicators of Compliance	Possible Documentation	District Use			State Use Only (Comments/Actions)
A. Financial Assistance	Select		Yes	No	NA	
Subrecipient (district) may not award financial assistance in the form of loans, grants, scholarships, special funds, subsidies, compensation for work, or prizes to vocational education (CTE) students on the basis of race, color, national origin, sex, or disability, except to overcome the effects of past discrimination. Legal Authority: Guidelines VI - B	Evidence that materials and information used to notify students of opportunities for financial assistance do not contain language or examples that would lead applicants to believe the assistance is provided on a discriminatory basis. Evidence that if a district's service area contains a community of national origin containing persons with limited English language skills, such information is disseminated to that community in its language.	Scholarship offerings - CTE				
		Financial assistance catalogues				
		CTE related prizes				
		Compensation schedule for work-based program				

7. Work-Based Learning, Cooperative Programs, and Job Placement						
Equity Requirement/ Legal Cites	Indicators of Compliance	Possible Documentation	District Use			State Use Only (Comments/Actions)
A. Career Preparation Education, Work-Based Learning, Apprenticeship, Internships, Mentorships and Job Placement	Select		Yes	No	NA	
<p>The subrecipient (district) makes opportunities available to students in work study (work-base learning), career preparation education, and job placement programs without regard to race, color, national origin, sex, or disability, and does not enter into any arrangement with an agency, union, business, or other sponsor that discriminates against the LEA's students on the basis of race, color, national origin, sex, or disability in recruitment, hiring, placement, assignment to work tasks, hours of employment, levels of responsibility, or in pay. Legal Authority: OCR Guidelines VII; 34 CFR §100.3, §104.4, §106.31.</p> <p>A recipient that assists employers and prospective employers in making employment opportunities available to any of its students must ensure that the employer does not discriminate on the basis of race, color, national origin, sex or disability in recruitment, hiring, placement, assignment to work tasks, hours of employment, levels of responsibility and pay. Legal Authority: Title VI: 34 CFR 100.3(b) Title IX: 34 CFR 106.38 Section 504: 34 CFR 104.46(b) Guidelines VII-A</p>	<p>Evidence that opportunities are available to students without regard to race, color, national origin, sex, or disability for any of the various types of programs.</p> <p>Evidence that the statement of nondiscrimination is contained in written procedures, application forms, contracts, training plans, agreements, and other documentation available to the students.</p> <p>Evidence that the students currently enrolled in the programs represent the overall makeup of the district based on race, color, national origin, sex, or disability.</p> <p>Evidence that the written agreements contain assurances that the agency, union, business, or other sponsor does not unlawfully discriminate on the basis of race, color, national origin, sex, or disability in recruitment, hiring, placement, assignment to work tasks, hours of employment, levels of responsibility, and pay.</p>	District policies and procedures for work-based learning, career and technical education, internships, mentorships and job placement programs				
		List of number of students in work-based learning, career and technical education, internships, mentorships, and job placement by race, color, national origin, sex, or disability				
		Written agreements or forms used to assign students to work-based learning, career and technical education, internships, mentorships, and job placement programs [training plans/contracts]				
		Written agreements used with agencies, unions, businesses, or other training sponsors [training plans/contracts]				
		Documents used for the referral or assignment of students contain an assurance of nondiscrimination.				
		Program descriptors				

8. Employment						
Equity Requirement/ Legal Cites	Indicators of Compliance	Possible Documentation	District Use			State Use Only (Comments/Actions)
A. Recruitment, Employment, and Promotional Practices	Select		Yes	No	NA	
The subrecipient's (district) recruitment, employment, and promotional practices and procedures are free from discrimination against CTE employees or applicants on the basis of race, color, national origin, sex, disability, or age. Legal Authority: OCR Guidelines VII-A and B; 34 CFR §110.25.	Evidence that the district applications for employment do not contain prohibited preemployment lines of inquiry Evidence that the district policies and procedures for promotions, transfers, and contract extensions are nondiscriminatory Evidence that the district applications for employment contain appropriate notice of equal opportunity and the district's nondiscrimination policy, including district contact information Evidence that status reports or descriptions of employee recruitment activities include sources and contacts	Hardcopy - Application				
		Online - Application				
		Employment/promotion policy				
		CTE staff list by sex/race/disability				
		Documentation of recruitment activities - CTE				
		Staff interviews - CTE				

8. Employment						
Equity Requirement/ Legal Cites	Indicators of Compliance	Possible Documentation	District Use			State Use Only (Comments/Actions)
B. Salary Policies	Select		Yes	No	NA	
The subrecipient (district) assures that it has established and maintained faculty salary scales and policies based upon the conditions and responsibilities of employment without regard to race, color, national origin, age, sex, or disability. Legal Authority: OCR Guidelines VIII-D; 34 CFR §100.3, §104.11, §106.54, §110.25.	Evidence that the salary scales and policies are based upon the conditions and responsibilities of employment without regard to race, color, national origin, sex, disability, or age is found in the documents below. Evidence that faculty assignment patterns and job descriptions are not discriminatory on the basis of race, color, national origin, sex, disability, or age.	Faculty salary schedules - CTE				
		Copy of job descriptions - CTE				
		Stipend salary schedule - CTE				
		Teacher/staff interviews - CTE				